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AUTHOR Anderson, Rachel
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ABSTRACT

This report provides an overview of the importance of State Chapter 1 funds to schools in the most impoverished neighborhoods of Chicago (Illinois), schools that serve the city's most disadvantaged children. It documents the central role of programs in Chicago schools paid for with these funds, underscoring the importance of finding ways to balance the budget for schools that do not use State Chapter 1 funds for that purpose. Schools use these funds for the extension and development of a variety of programs. They permit the reduction of class sizes to allow for more individual attention. Schools have also used Chapter 1 funds to develop fine arts programs, after-school programs, and programs to increase parent participation in areas that include tutoring, monitoring, escorting students, and clerical duties. The report also discusses in detail how 19 Chicago elementary schools used State Chapter 1 funds. The information, which came from interviews with the principals, provides the following for each school: (1) school description; (2) use of funds; and (3) a case study of educational improvement. (SLD)

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Chicago Urban League
Department of Research and Planning

ED 403 344

Use of State Chapter 1 Funds in the Chicago Public Schools Districts 6 and 8

May, 1995

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LIST OF SCHOOLS

Bass	District 8
Beethoven	District 8
Bond	District 8
Carnegie	District 6
Carter	District 8
Chavez	District 8
Colman	District 8
Donoghue	District 6
Doolittle West	District 6
Drake	District 6
Einstein	District 6
Fiske	District 6
Fuller	District 6
Greene	District 6
McCosh	District 6
Reavis	District 6
Robinson	District 6
Stagg	District 8
Ward	District 6

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Chicago Urban League, 4510 S. Michigan, Chicago, IL 60653 (312) 285-5800

INTRODUCTION

The following report provides an overview of the importance of State Chapter 1 funds to schools located in Chicago's most impoverished neighborhoods that serve Chicago's most disadvantaged children. The following report documents the central role of programs in Chicago schools paid for with these funds, underscoring the importance of finding ways to balance the budget of the Chicago Public Schools that do not use State Chapter 1 funds for that purpose.

State Chapter 1 funds are utilized by schools for the extension and development of a variety of programs. Chapter 1 funds permit the reduction of class sizes allowing for individualized attention to student needs, particularly for at-risk students. Generally, reduced class sizes have been achieved through either the use of additional teachers in areas such as science, reading, or writing, or through teacher's assistants which lower the teacher/student ratio in the classroom. Chapter 1 funds have allowed schools to further develop fine arts programs; programs such as drama, music and art now available to many students. After school programs have been implemented encompassing academic, cultural, and athletic activities. After-school programs provide a safe and positive environment for students while advancing their academic and socialization skills. Finally, Chapter 1 funds provide schools with the opportunity to increase parental participation in areas including tutoring, monitoring, escorting students, and clerical duties.

The two most important words exemplifying the use of State Chapter 1 funds in the Chicago Schools are *hope* and *involvement*. Chapter 1 funds provide monies that allow the school to develop and implement the type of education that provides the staff, students, and parents with hope of a better future because of the quality of individualized education they receive as a result of this additional funding. Thousands of children, due to many types of problems (e.g., disruptive family life, high rates of unemployment, and increasing rates of urban violence) need special assistance to succeed along an uninterrupted academic path. Chapter 1 funds provide remedial and enrichment programs to help the children most at-risk walk side by side with their peers along this path. Further, greater individualized instruction allows students with learning problems to receive individualized attention in order to catch up to their peers and again be placed in the regular classroom.

Chapter 1 funds also provide hope for children through enhanced curricula. Funds allow schools to extend their fine arts and writing programs (e.g., newspaper writing and publishing). The fine arts programs provide many students with a foothold into academics and learning; while they pursue their artistic abilities, they are also achieving in the more traditional academic areas. One can observe the sense of pride these children have in their artistic abilities simply walking through the school hallways. Students' art is displayed on the walls, and the artists do not hesitate to discuss their work with anyone choosing to inquire.

Chapter 1 funds provide educational opportunities for the students and parents that would likely not be available without these monies. They provide after-school programs for students in

academics, athletics, and personal growth. Not only are the students provided with after-school learning and activities to increase their academic abilities and growth, but these programs provide a safe and positive environment for students and alternatives to gangs, drugs and crime. Even more exciting is the large numbers of students who can be observed in the classrooms after school hours. Students want extra time on the computers, they want to learn about their heritage, they want to be educationally challenged.

Involvement also extends to the communities around the schools. Because of the Chapter 1 funds the schools receive, some are able to provide workshops and programs to community members. The school, then, becomes a viable community resource and a center for positive activities. The more involvement by the community, the stronger the school can be by keeping students in school and on a path toward positive educational goals.

The following pages discuss in detail how a sampling of Chicago schools on the south side of Chicago utilized State Chapter 1 funds and their impact on school programs, students, parents, and community. The information provided is based on face-to-face and telephone interviews with the principals in each of the schools. While many of the schools use state funds to develop similar programs (e.g., reduced class size, after school programs and fine arts), each school uses state funds for unique student needs reflective of that particular school.

Bass Elementary School (District 8)
Kathryn Kemp, Principal

Description of School: Bass school provides education from pre-kindergarten through eighth grade for 755 students. The racial/ethnic makeup of the student body is 100 percent African-American. Approximately 80 percent of the students attending Bass are eligible for State Chapter 1 funding. Bass had $609,203 in Chapter 1 funds available for the 1994-1995 school year.

Use of Funds: Bass school utilizes State Chapter 1 funding for a variety of programs and services including:

1) additional staffing in science, language arts and music,

2) to provide cultural awareness through field trips for the students,

3) making small stipends available to parent volunteers as tutors, monitors, and patrols,

4) to provide parent training programs to raise educational, socialization, and parenting skills,

5) to provide drug abuse programs to parents and community members, and conflict resolution for students, and

6) to interface with other agencies to provide free health services, as well as a full time social worker and nurse.

Without State Chapter 1 funds, the school would likely have to discontinue all the programs listed above. It would, therefore, become increasingly difficult to teach children who see no hope outside of their neighborhood and whose parents need additional support in helping with homework.

A case study of how State Chapter 1 funds have improved the quality of education:

Plagued by high levels of crime in the surrounding community, Bass has used funds to provide a nurturing and stable environment for the students that emphasizes education. Staff feel the necessity to impact the community and more deeply involve parents. Staff have directed resources into parenting programs, hoping that improved support for the school in the community will translate into improved educational outcomes within the school. This, they believe, will enable students to concentrate on learning and to see the importance of education their futures.

Beethoven Elementary School (District 8)
Frances Oden, Principal

Description of School: Beethoven school provides education from kindergarten through eighth grade for 824 students. The ethnic makeup of the student body is 100 percent African-American. All students attending Beethoven are eligible for State Chapter 1 funding. Beethoven had $665,407 in State Chapter 1 funds available for the 1994-1995 school year.

Use of Funds: Nine teaching and aide positions have been added through the use of State Chapter 1 funds to further develop the academic and cultural enrichment programs. Four labs were created in reading, science, math, and algebra. The reading lab is targeted to those third grade students deemed most needy to bring them up to grade level. The science lab was developed for seventh and eighth grade students that need additional help. However, there is a session that lasts one-half hour for the most advanced students. The math lab is targeted to fifth grade students and provides them with the opportunity to work hands on with community members in understanding the design and application of small business skills. The algebra lab was developed to produce critical thinking skills in the more advanced math students. An extended day program was implemented in order to help students in all areas of academics.

A merit orchestra has been started which includes four violinists and four students playing the cello. A computer lab with 35 computers is available to students on a daily basis. A program entitled 'Drug Off' has been implemented targeting fourth graders. This program promotes regular attendance and drug free behavior by using incentives for students such as an extra hour of gym per week. Finally, parent stipends are provided in order to involve parents in the school and student activities. For their stipends, parents perform clerical duties, escort children to and from school, act as truancy officers, and tutor.

As can be seen, the impact of Chapter 1 funding on the school is enormous. Several basic academic, cultural enrichment programs, and basic measuring to address a child's self-esteem depend on the receipt of these funds.

A case study of how State Chapter 1 funds have improved the quality of education:

> Chapter 1 funds have afforded students the opportunity to participate in academic competitions and perform within their communities. Several students participating in the advanced science lab attended the state fair last year winning first place in their respective categories. Also, the merit music participants periodically perform at various sites in their community. By working with neighborhood businesses, students in the math lab have set up a store at the school in which they work one hour a week selling their items. This helps children learn about how a small business works, managing money, and social skills.

Bond Elementary School (District 8)
Karen Kerr, Principal

Description of School: Bond school provides education from pre-kindergarten through eighth grade for 550 students. The racial/ethnic makeup of the student body is 99 percent African-American and 1 percent Hispanic. Ninety-five percent of the students attending Bond are eligible to receive State Chapter 1 funding. Bond had $462,356 in State Chapter 1 funds available for the 1994-1995 school year.

Use of Funds: State Chapter 1 funds provide many important programs and services for Bond school. These new staff have become essential to the basic operation of the school:

Two classroom teachers reduce the class size in the primary and intermediate grades. This has provided the opportunity for individualized and small group instruction.

Two fine arts teachers have been employed; one in music and one in art.

Three school aides provide assistance to teachers by running the computer lab, duplicating student materials and activities, tutoring, contacting parents, receiving and logging in instructional material and supplies, assisting the counselor, processing lunch applications, and monitoring during lunch periods and in the homework center.

One curriculum resource teacher provides staff development, tutoring and small group instruction, monitoring of the reading, math, and social studies programs, mentors new teachers, coordinates the homework center, and conducts parent workshops.

Two health advocates serve as liaisons between the school, parents, and the community. They provide health, safety, and nutrition classes, teacher and parent workshops, health and dental screenings, health care referrals, and first aid.

If State Chapter 1 funds were no longer available to Bond, it is likely that all of the above programs would be discontinued.

A case study of how State Chapter 1 funds have improved the quality of education:

An extended day program made possible by State Chapter 1 funds is essential to Bond's success. Not only does the program focus on strengthening basic academic skills, it also provides students with two other important resources: the opportunity to build relationships with teachers outside of a formal educational environment, and exposure to extra-curricular activities such as music, basketball, and newspaper writing and editing that, for some students, provide an additional focus for their talents. These relationships differ from regular classroom relationships in that the more informal environment allows students and teachers to interact on a more personal level.

Carnegie Elementary School (District 6)
Thomas Avery, Principal

Description of School: Carnegie school provides education from pre-kindergarten through eighth grade for approximately 400 students. The racial/ethnic makeup of the student body is 100 percent African-American. Ninety-five percent of the students attending Carnegie are eligible for State Chapter 1 funding. Carnegie had $295,319 in State Chapter 1 funds available for the 1994-1995 school year.

Use of Funds: Carnegie has had the opportunity to develop a number of important programs for its students due to the receipt of Chapter 1 funds. Computer labs have been developed and recently, class size in the computer labs have been reduced. The art program has been extended to full-time. An after-school enrichment program has been developed providing students with a variety of areas of involvement after school including academic enrichment and remedial course work, athletics, computers, sewing, fine arts, video publication, and student writing. Because of Chapter 1 funds, Carnegie has been able to develop as a reading and literature specialty school with supplemental reading and instructional materials to strengthen this focus. Finally, the school has been able to provide parental and community workshops which focus on educational and parenting skills.

Without State Chapter 1 funds Carnegie would be unable to provide the services and materials necessary to remain a reading and literature specialty school. As the quality of instruction declines, the enrollment would also decline.

A case study of how State Chapter 1 funds have improved the quality of education:

Staff believe that due to State Chapter 1 funds, students attending Carnegie have achieved state standards in many areas. For example, school-wide reading scores improved, third, sixth, and eighth grades met standards in math, reading, and writing, and seventh and eighth graders improved dramatically in language scores. This improvement in learning outcomes is attributed to teaching staff and instructional materials provided by these funds.

Carter Elementary School (District 8)
Rita Mitchell, Principal

Description of Program: Carter school provides education from pre-kindergarten through eighth grade for approximately 700 students. The racial/ethnic makeup of the student body is 100 percent African-American. Ninety-seven percent of the students attending Carter are eligible for State Chapter 1 funding. Carter had $499,849 in State Chapter 1 funds available for the 1994-1995 school year.

Use of Funds: Carter school utilizes Chapter 1 funds for a variety of programs:

1) Class size has been reduced in the primary grades from 29 to 20 students.

2) Computers are available in classrooms and in labs to all students.

3) Field trips are provided for all students to develop cultural awareness.

4) The fine arts program has been developed to include band.

5) A swimming program has been developed.

6) The science program has been extended to include an additional teacher.

7) An attendance aide has been employed to assist in home visits and calls regarding absent students.

8) An after school homework program has been implemented which involves parents and students.

Without Chapter 1 funding, it would be necessary to terminate programs that are basic to students' education, such as science. It would become difficult to develop and educate the whole child as parental involvement and support are important factors.

A case study of how State Chapter 1 funds have improved the quality of education:

One of the most important factors in childrens' education is the involvement of their parents. With parental involvement a child's learning is extended beyond school into the home and community. The school involves the parent in their child's education by being able to provide a small stipend to parents for their work in the after school homework center, the computer labs, the after school swim program, and by providing them with parent skills classes.

Chavez Elementary School (District 8)
Sandy Traback, Principal

Description of School: Chavez school provides education from kindergarten through eighth grade for 911 students. The current racial/ethnic makeup of the student body is 90 percent Hispanic (predominantly Mexican-American), 3 percent African American, and 7 percent white. Ninety-nine percent of the students meet the requirements to receive State Chapter 1 funds. Chavez had $581,889 in State Chapter 1 funds available for the 1994-1995 school year.

Use of Funds: Chavez has been enabled to reduce its student-to-teacher ratio by adding staff to already existent classrooms. Other staff positions that have been added due to the receipt of State Chapter 1 funds are a Spanish teacher, a teacher for English as a second language, a music teacher, an art teacher, teachers for computer instruction, an additional clerical position, and a community resource individual which acts as a liaison between the school, community, and parents.

Additionally, State Chapter 1 funds have allowed the development of a learning laboratory. This computer laboratory is networked throughout the school providing students with access before, during, and after school. Funds have also allowed Chavez to incorporate a pre-algebra program to continue to develop the skills of those students gifted in math. Finally, Chavez provides needed services to the parents of students. Services include English instruction three times a week, use of the computer lab, and a paid parent program in which parents assist in lunch room supervision and provide greater security for students by escorting them to and from school.

If State Chapter 1 funds were no longer available, Chavez would have to return to a more basic curriculum; one that would be unable to fully nurture its bi-lingual students nor challenge the higher order thinking skills of students. Further, if the computer program, which is central to students and their learning were jeopardized, a critical link to future career access would be limited. The computer lab helps to bridge the gap between students in an economically deprived environment and those in a more flourishing economic environment.

A case study of how State Chapter 1 funds have improved the quality of education:

Staff at Chavez believe that participation in the school's computer program has visibly changed students' perceptions of themselves, instilling senses of both responsibility and confidence. Students access the Internet to interact with other students and scholars on any number of topics. For students who will grow up in low-income neighborhoods and have few opportunities to travel or interact with others who would serve as professional role models, this program provides a vital window to the world that will stimulate ambitions for college and career.

Colman Elementary School (District 8)
Booker T. Thomason Jr., Principal

Description of School: Colman school provides education from pre-kindergarten through eighth grade for approximately 800 students. Currently the student body is 100 percent African-American. About 97 percent of the students are eligible for State Chapter 1 funds. Colman had $822,328 in State Chapter 1 funds for the 1994-1995 school year.

Use of Funds: Colman uses State Chapter 1 funds for numerous programs for the students. These innovations include:

1) Five computer labs have been equipped and upgraded. Each lab contains 32 computers, a teacher, and a teacher's aide. Every student, kindergarten through eighth grade, can work with a computer every day for at least 45 minutes.

2) A band program utilizes a music teacher and a teacher's aide.

3) An all-day kindergarten and a pre-kindergarten program has been created.

4) Security assistance was hired to monitor the school and the playground, and to assist in escorting children home if they become ill during the course of the school day. Many families do not have telephones in their homes.

5) Funds have allowed the purchase of equipment and supplies including desks, chairs, workbooks, textbooks, chalkboards, and additional art supplies.

6) Reading and math resource teachers have been hired due to these funds.

Because of the State Chapter 1 funding, Colman is able to more closely work with parents and provide needed services for them including parenting classes, typing programs, assistance in preparation for the GED examination, and books and materials that they can use with their children to build a stronger learning and social relationship.

If State Chapter 1 funds were no longer available to Colman, all of the programs would be jeopardized and some would be canceled, including the all-day kindergarten and pre-kindergarten programs, the music program, and the reading and math resource teachers.

A case study of how State Chapter 1 funds have improved the quality of education:

> The computer labs have prepared students at an early age to be computer literate. As computer skills are an important aspect of many professions and the children are learning these skills early on, it will be a small step for them to enter professions in areas such as business, industry, or science.

Donoghue Elementary School (District 6)
Margaret Tolson, Principal

Description of School: Donoghue school provides education from kindergarten through eighth grade for 524 students. The student body is 100 percent African-American. Ninety-nine percent of the students attending Donoghue are eligible for State Chapter 1 funding. Donoghue had $608,578 in State Chapter 1 funds available for the 1994-1995 school year.

Use of Funds: Use of Chapter 1 funds covers a wide variety of programs. Generally, programs that have been developed and extended include reduced class size, expansion of the child/parent center (a program similar in focus to Headstart), the development of a fine arts program including music, a dance troupe and a choir, the development of a computer program with lab services, the addition of a intensive reading improvement teacher, an intensive language arts teacher, a community basketball team and cheerleading, the Hawk program which works with sixth through eighth grade boys exploring African concepts of manhood, and field trips.

If Chapter 1 funds were no longer available, it is likely that the above-mentioned programs would be dismantled; the school would no longer be able to keep three teaching positions in reading, language arts, and math. Ten assistants would be lost, increasing teacher/student ratios, and most of the staff development would be lost. Further, many student opportunities to expand and apply their education would be lost. For example, in the drama and music program, students who do well can try out for the city touring company. Some students beginning in the intensive language arts program due to poor writing skills have gone on to enter the young authors/writers program.

A case study of how State Chapter 1 funds have improved the quality of education:

> The writing program that has been developed with State Chapter 1 funds has given students a ladder to achievement and understanding that education is not a burden, but a step to an exciting future. One of our second grade students completed an essay on peace and received national recognition for her writing. This achievement relays a message that you can do it; not only to this one student, but to all the students.

Doolittle West Elementary School (District 6)
Eugene Dumas, Principal

Description of School: Doolittle West school provides education from pre-kindergarten through fourth grade for 690 students. The racial/ethnic makeup of the student body is 100 percent African-American. Ninety-nine percent of the students attending Doolittle West are eligible for State Chapter 1 funding. Doolittle West had $553,456 in State Chapter 1 funds available for the 1994-1995 school year.

Use of Funds: Doolittle West has utilized Chapter 1 funds for several program including curriculum enrichment in the fine arts (e.g., music classes), computer labs for the second through fourth grades, extension of cultural experiences through field trips, extension of the math program, employing teaching assistants, an external security monitor, and all day kindergarten.

One of the most important impacts on the school has been the ability to reduce class sizes in kindergarten through third grade from 28 to 14 students. This reduction not only allows for individual attention to learning needs, but also can address personal problems that may influence learning. For example, if there are problems in the home, the teacher has more time to address such problems so that the child can better concentrate on learning.

Finally, parent stipends and parent programs have been developed due to the receipt of state funds. These programs teach parents academic skills and provide a small stipend for them to monitor classrooms, the lunchroom, and act as security patrols in and around the school grounds.

Without the availability of these funds, Doolittle West would not be able to provide the quality instruction that is based on individual needs of the students. To the extent that the teacher can get involved with the student and understand multiple needs, including personal as well as academic, learning is stimulated. Reduced class sizes have made a major difference in the degree to which a students have learned.

A case study of how State Chapter 1 funds have improved the quality of education:

> Doolittle has utilized Chapter 1 funds to expand parental involvement in the school. Staff believe that to educate the whole child in all learning environments, efforts must be concentrated both on the student and on creating a strong support network. Learning is not exclusive to the school environment and, in particular, parental ability to help with homework is essential. Programs at Doolittle assist low-educated parents with reading and writing, giving them new opportunities to participate in their children's education.

Drake Elementary School (District 6)
Julius Patterson, Principal

Description of School: Drake school provides education from pre-kindergarten through eighth grade for approximately 400 students. The student body is 100 percent African-American. About 99 percent of the students are eligible for State Chapter 1 funds based on eligibility requirements for free or reduced lunches. Drake had $528,964 in State Chapter 1 funds available for the 1994-1995 school year.

Use of Funds: Drake uses State Chapter 1 funds mainly to reduce class size, to incorporate computer labs into the curriculum, and to purchase needed texts for students. Class size in all grades except eighth grade have been reduced to 25 students or less. This figure is down from class sizes that exceeded 30 students.

Several new teachers have been added, including a full-time physical education teacher (previously this position was half-time), a full-time art teacher (previously this position was half-time), a full-time science teacher (a position developed due entirely to state chapter 1 funds), and several teachers in classrooms teaching various topics. Further, State Chapter 1 funds have allowed Drake to develop a computer lab with 26 computer stations for student use. Funds have also allowed the school to upgrade the computer hardware and software.

If State Chapter 1 funds were no longer available to Drake, six teachers would be lost and classroom size would again increase, making the learning environment more difficult.

A case study of State Chapter 1 funds have improved the quality of education:

> Staff at Drake school believe that reducing class sizes in schools is essential to achieving improved academic performance in today's urban educational setting. Drake has substantially reduced discipline problems and student suspensions by implementing a 17 percent reduction in class size, enabling teachers to pay closer attention to individual students -- which is important both in terms of strengthening the child's sense of accountability to the teacher, and the teacher's ability to address the unique needs of each child.

Einstein Elementary School (District 6)
Dr. Phyllis Tate, Principal

Description of School: Einstein school provides education from pre-kindergarten through eighth grade for 430 students. The student body is 100 percent African-American. Ninety-eight percent of the student body is eligible for State Chapter 1 funds. Einstein had $377,335 in State Chapter 1 funds available for the 1994-1995 school year.

Use of Funds: State Chapter 1 funds impact several programs at Einstein. There are two positions funded by State Chapter 1 whose primary responsibilities are assisting teachers in improving instruction. This is accomplished by providing on-site staff development, in-class assistance, and student tutoring. Class size has been reduced at the primary level from 28 to 18 students; the upper grades have been reduced from 32 to 28 students. This was accomplished by employing two additional classroom teachers and a teacher's aid.

Funds have provided supplemental language arts materials including reading, writing, spelling, and phonics materials. State Chapter 1 funds have also been used to purchase manipulatives, including calculators, in mathematics and science to provide hands-on experiences for students. State Chapter 1 funds made possible the development of two computer labs to which all students have access. Funds provided the installation of wiring for 40 computers. Finally, State Chapter 1 funds permitted the hiring of a one half art position. Every child at Einstein receives at least one period of instruction per week in art.

Without the availability of State Chapter 1 funds there would be no computer labs in the school. Further, these funds have allowed Einstein to address needed socialization, developmental, and remedial skills. Students entering Einstein score at Stanine 1, the lowest level of achievement. This means that children enter Einstein ill-equipped to benefit from a standard elementary program. Due to State Chapter 1 funds, the curriculum can better address these deficits so that children can successfully enter the intermediate grades.

A case study of how State Chapter 1 funds have improved the quality of education:

> In 1989, the first year of the shift of all State Chapter 1 funds to schools, Einstein ranked near the bottom of all Chicago public schools in terms of test scores. Five years later, Einstein is poised to move into the middle range of test scores. Einstein has moved into the top one-third of Chicago public elementary schools on some achievement measures and is now rapidly moving toward the state-mandated goal of 50 percent of students testing at the 50th percentile.

Fiske Elementary School (District 6)
Clarice Jackson Berry, Principal

Description of School: Fiske school provides education from pre-kindergarten through eighth grade for approximately 500 students. The racial/ethnic makeup of the student body is 100 percent African American. All of the students attending Fiske are eligible for State Chapter 1 funds. Fiske had $366,643 in State Chapter 1 funds available for the 1994-1995 school year.

Use of Funds: Fiske has had the opportunity to add 13 positions covering a wide variety of programs including:

1) A music teacher that has been extended to full-time so all children can participate.

2) The art program and an after-school advanced art program,

3) Computer instruction in first through eighth grades so that all students have access to a computer every day,

4) Teaching assistants in the classrooms to reduce the teacher/student ratio and provide for more individualized learning,

5) Parent workshops to allow the growth of the parent as well as the family,

6) Full-day kindergarten, and

7) A student special service advocate who works with students in areas including attendance, truancy, problems in the home, and the juvenile court system.

State Chapter 1 funds have also allowed Fiske school to provide activities such as trips to the Ice Capades, to provide opportunities they may never otherwise experience. Funds also provide materials such as calculators, for math and science classes, and badly needed text books.

If State Chapter 1 funds were no longer available to Fiske, many of these programs would collapse. Without access to music, art, computers, and programs that keep them in school, children would have less hope and feelings of renewal of themselves and their abilities.

A case study of how State Chapter 1 funds have improved the quality of education:

State Chapter 1 funds have provided a "hook" that brings children into the school and keeps them. For example, a child may not believe he is good in academics; however, he may have a great interest in art and is, therefore, drawn into the school. There his academic skills improve along with his artistic ability. Children have had the opportunity to sell art work to local groups and businesses.

Fuller Elementary School (District 6)
Laverne Bailey, Principal

Description of School: Fuller school provides education from pre-kindergarten through eighth grade for 490 students. The racial/ethnic makeup of the student body is 100 percent African-American. One hundred percent of the students attending Fuller are eligible for State Chapter 1 funding. Fuller had $473,947 in State Chapter 1 funds available for the 1994-1995 school year.

Use of Funds: With Chapter 1 funds, Fuller has had the opportunity to employ two additional teachers and fourteen additional teaching assistants who provide vital support to classroom teachers. Additionally, staffing has been increased in the following areas: math, science, writing, English, and foreign language. Fuller currently has two computer labs each with 15 computers and four classrooms with two computers apiece.

Guidance counselors have been added to run workshops for parents increasing their educational and social skills. These counselors also focus on drug education as many of the students attending the school were born crack babies. These programs are part of a prevention program for the community. Working to improve the health and education of those in the community will likely help reduce drug use and increase promotion of the importance of education among families.

Without this funding, discipline problems at the school would increase. School officials suggest that drug use during the prenatal period results in hyperactivity, and therefore, discipline problems in affected students. Also, a decline in state funding would not allow the school to continue to sponsor parental and community programs such as health courses, tutoring, and socialization programs. These programs are important in creating a community that works together, cares more about one another, and promotes the school and their efforts in educating its students.

A case study of how State Chapter 1 funds have improved the quality of education:

Staff believe that due to State Chapter 1 funds, students attending Carnegie have achieved state standards in many subject areas. For example, school-wide reading scores have improved significantly in recent years; third, sixth and eighth grades met state standards in math, reading, and writing; and seventh and eighth graders improved dramatically in language scores. This improvement in learning outcomes is attributed to teaching staff and instructional materials purchased with these funds.

Greene Elementary School (District 6)
Elizabeth Gearon, Principal

Description of School: Greene school provides education from pre-kindergarten through fifth grade for approximately 650 students. The racial/ethnic makeup of the student body is 72 percent Hispanic, 19 percent white, and 9 percent Asian-American. Ninety-five percent of the students attending Greene are eligible for State Chapter 1 funding. Greene had $504,453 in State Chapter 1 funds available for the 1994-1995 school year.

Use of Funds: Several important programs were developed and extended due to the availability of Chapter 1 funds. Full-day kindergarten was extended from half-day. The fine arts department was enlarged, adding a full-time art teacher. A resource teacher was employed to work with the young authors program and those preparing for science fairs. An instructional resource coordinator was employed who writes curriculum and assists teachers in matching curriculum with instructional materials. A bi-lingual clerk assistant was hired to assist in the office with parents of students who do not speak English. A computer assistant was employed to support teachers' knowledge of computers and to assist in the updating of the computers (there are currently 40 computers for student use purchased with state funds). A school assistant was employed to aide in the classrooms and in the office. Finally, three part-time music teachers were employed to develop a music program.

If Chapter 1 funds were no longer available, the largest impact would be in the areas of educational materials and computers. While a specified amount of money is provided in the budget for educational materials (e.g., books, readers, workbooks, software updates), this amount does not cover the costs of most materials (the approximate current amount allowed per student depends on grade, however is approximately eight dollars per child per year). State Chapter 1 funds are necessary in order to provide enough and updated information for students.

A case study of how State Chapter 1 funds have improved the quality of education:

State Chapter 1 funds provided Greene with the opportunity to hire a resource teacher who focused on two particular tasks: implementing a young authors program and preparing children for science fairs. Staff have observed that student participants in the young authors programs have achieved significant improvements in expression of ideas that have translated into improved academic outcomes. Competition in science affairs has provided participating students with the opportunity to interact with other children in an academic setting and to develop confidence in their individual ability.

McCosh Elementary School (District 6)
Barbara Eason-Watkins, Principal

Description of School: McCosh school provides education from pre-kindergarten through eighth grade for 950 students. The racial/ethnic makeup of the student body is 100 percent African American. Ninety-six percent of the students attending McCosh are eligible for State Chapter 1 funding. McCosh had $760,976 in State Chapter 1 funds available for the 1994-1995 school year.

Use of Funds: Several programs were developed at McCosh due to the availability of State Chapter 1 funds. One program that was developed since the dismantling of Headstart is the preschool program. This program employs a teacher and an aide to teach readiness skills to those children who come to school with a lack of necessary skills to compete academically.

Other services include extended day services for physical education, reading and language arts, a parent program to extend educational, socialization and vocational skills, an attendance program for students, and a guidance program that provides a liaison between the community, parents and the school. Further, important services and positions have been developed including a full-time kindergarten teacher, a half-time physical education teacher, specialists in reading and language arts, a science resource teacher, a special needs teacher to assist those students with special learning needs, a computer education teacher, a half-time off-duty police officer, and the ability to employ 25 parents as tutors in the classrooms.

A loss of State Chapter 1 funds would mean dismantling a program that has begun to successfully identify factors and create an atmosphere that stimulates educational success. For example, the high level of parental support and involvement in the school as tutors and monitors in the after school program has clearly reduced behavioral problems. McCosh has found that by reaching out to parents for their involvement, they are better able to reach their students. Education of the whole family provides the greatest base for learning.

A case study of how State Chapter 1 funds have improved the quality of education:

The community served by McCosh school includes many single parent families and multi-generational families. In the latter case, the grandparents may have the sole responsibility of raising the students that attend McCosh. Therefore, in conjunction with United Charities, and because of State Chapter 1 funds, McCosh has been able to develop a second generation parent program. This program involves workshops with grandparents so that they may better support students' academic needs and provide supportive services.

Reavis Elementary School (District 6)
Dr. Winifred French, Principal

Description of School: Reavis school provides education from pre-kindergarten through eighth grade for 713 students. The current racial/ethnic makeup of the student body is 99.8 percent African American and 0.2 percent Hispanic. Eighty-two percent of the students are eligible for State Chapter 1 funds. Reavis had $641,451 in State Chapter 1 funds available for the 1994-1995 school year.

Use of Funds: Reavis uses State Chapter 1 funds for a variety of needs.

Programs that have been developed due to State Chapter 1 funds include an after-school remediation program that not only provides remediation but also enrichment. Such after school programs also provide students with encouragement to stay in school as well as an alternative to other, negative, after school activities. A sports program is in part supported by these funds. Chapter 1 monies allow for the busing of the team to other schools for competition. A parents program has also been developed. This program encourages parents to get involved in after school activities and provides them with personal and social training. Due to the high turnover of children, an attendance incentive program has been developed which provides rewards for students (e.g., pizza and ice cream parties) who attend school regularly. Reavis has been able to develop an all day kindergarten with two teacher aides. This provides a necessary early introduction to education and learning. Finally, staff development is an important program at this school. Due to the focus on math and science, teachers need to be updated on current technological advances and applications within their field. Reavis is able to employ consultants who are experts in their field for staff training.

If State Chapter 1 funds were no longer available to Reavis, all eleven positions would be lost, thus increasing class sizes. The after-school program would also be affected, which not only provides children with necessary learning tools and encouragement to stay in school, but also with a safe and positive environment for a few hours after school. Finally, Reavis would no longer be able to provide state-of-the-art technology in math and science or even provide quality regular instruction materials for their students.

A case study of how State Chapter 1 funds have improved the quality of education:

> The largest impact has been on reduced class sizes and in the development of Reavis as a math and science specialty school. Class sizes have been reduced from 32 to 24 students in grades one through three. Much of this has been accomplished due to the employment of a total of 11 new teacher and aide positions provided by Chapter 1 funds. Such a reduction leads to fewer distractions for students and an enhanced learning environment. Three years ago, Reavis elected to restructure itself as a math and science specialty school. Given this focus, State Chapter 1 funds have allowed the school to purchase necessary teachers, aides, and instructional materials.

Robinson Elementary School (District 6)
Elaine Hall, Principal

Description of School: Robinson school provides education from kindergarten through eighth grade for 306 students. The racial/ethnic makeup of the student body is 100 percent African-American. Ninety-seven percent of the students attending Robinson are eligible for State Chapter 1 funding. Robinson had $276,104 in State Chapter 1 funds available for the 1994-1995 school year.

Use of Funds: Robinson school has added 4.5 new teaching positions with Chapter 1 funding. These positions have enabled the school to extend the following areas: science for upper grade levels, reading for all grades, physical education, fine arts and Spanish instruction. Chapter I funding has also allowed the development of an extended day program. This program provides transportation for 35 students to attend Jones Armory two days a week for physical education and tutoring in reading, language arts, math, and art.

Without Chapter 1 funding, it is likely that the above programs would be difficult to provide for students. Particularly difficult would be development of programs based on part-time staff, such as physical education and fine arts. Further, special science and reading instructors would be lost to students who enter the school behind in academic skills.

A case study of how State Chapter 1 funds have improved the quality of education:

> Due to the receipt of State Chapter 1 funds, the school has been able to employ an additional science teacher, thus strengthening its science program. Results of this are already showing. Last year for the first time in school history, one of the students was entered into a district-wide science competition and won. This was quite a confidence boost for the winning student, for others in the class, the teacher, "...well for all of us."

Stagg Elementary School (District 8)
Albert Sterling, Principal

Description of School: Stagg school provides education from pre-kindergarten through eighth grade for 731 students. The racial/ethnic makeup of the student body is 100 percent African American. Ninety percent of the students attending Stagg are eligible to receive State Chapter 1 funding. Stagg had $751,932 in State Chapter 1 funds available for the 1994-1995 school year.

Use of Funds: Due to State Chapter 1 funds, Stagg has had the opportunity to reduce class sizes in reading for its primary grade students most at risk. Further, it has developed two labs that provide individual help to at risk students in math, writing, and reading. Labs have become an important resource for teaching; they allow teachers to expose students to different ways of learning, perhaps more appropriate to the child's needs. Through field trips, the staff has exposed students to cultural functions they would not normally have the opportunity to experience, thus extending socialization and education. Finally, after-school experiences, provided separately for girls and boys, attend to areas such as academics, emotional and personal growth. For example, in the boys' group, the focus is on stress reduction, academic studies, and the importance and availability of scholarships.

Without the availability of State Chapter 1 funds, class size would again increase to the maximum 32 students. At-risk children would be unable to receive the specialized attention they need. Without specialized attention, at-risk students will not receive the remedial assistance that keeps hopelessness from setting in and impeding their ability to learn and compete academically.

A case study of how State Chapter 1 funds have improved the quality of education:

Last year, 15 students were retained in first grade. These students not only displayed difficulty in learning, but also showed low levels of self-esteem. Because of state funds, a teacher was hired to give these students the remedial assistance they needed to catch up to their peers and be placed into regular classrooms. After the first semester passed, all but two students were able to be place into regular classrooms. This provided the opportunity for another 13 students to be placed in this class and receive the help they needed to compete. Not only did students' academic skills increase, so did their self-esteem and confidence in themselves.

Ward Elementary School (District 6)
Sharon Wilcher, Principal

Description of School: Ward school provides education from pre-kindergarten through eighth grade for 396 students. The current racial/ethnic makeup of the student body is 48 percent Asian-American, 28 percent African-American, 13 percent Hispanic, and 11 percent white. Ninety-nine percent of the students meet the requirements to receive State Chapter 1 funds. Ward had $299,534 in State Chapter 1 funds available for the 1994-1995 school year.

Use of Funds: Ward has added 4.5 additional staff positions due to State Chapter 1 funds. The added positions are in science, computers, music, and a bilingual aide (Asian). Due directly to this increase in staffing, class size has been reduced in the first grade from 28 to 25 children. A freed assistant principal works with student/family problems such as neglect, assists with discipline and focuses on contact with parents.

These funds have also allowed for the development of a computer laboratory consisting of 15 computers. Students have regular access to the lab on a weekly basis and use the 25 computers that are installed in classrooms. State Chapter 1 funds have allowed Ward to develop a summer reading program for grades one through eight serving approximately 100 students. Further, funds allow the purchase of science and math equipment, equipment for students with special needs (e.g., tape recorders for the hearing impaired and special enhancement computer screens for the visually impaired), the opportunity to participate in educational fairs, and staff development.

Without State Chapter 1 funds, many of these educational opportunities would not be available to the students. Due to the racial/ethnic diversity of Ward, a bilingual aide is a necessary learning aid in that translated educational materials are largely unavailable. Children with special learning needs (e.g., visually and hearing impaired) have expanded learning opportunities with the advantage of equipment to specifically meet their needs. State Chapter I funds allow Ward to update books and technological equipment so that children are receiving current information and quality education. Finally without Chapter 1 funds, the computer program could not be maintained and/or expanded to meet the growing needs of the students.

A case study of how State Chapter 1 funds have improved the quality of education:

> Due to State Chapter 1 funding, three students had the opportunity to attend the state science fair and received the highest rating (outstanding) for their work presented. The quality of their work is attributable to the stronger science department that has been developed through an additional science position that State Chapter 1 funds provided. Also, one child had the opportunity to attend the state geography fair.

Yale Elementary School (District 8)
Tommye Brown, Principal

Description of School: Yale school provides education from pre-kindergarten through eighth grade for approximately 700 students. The racial/ethnic makeup of the student body is 100 percent African-American. Fifty percent of the students attending Yale are eligible to receive State Chapter 1 funding. Yale had $564,438 in State Chapter 1 funds available for the 1994-1995 school year.

Use of Funds: Yale has been able to employ approximately four teaching and three teaching-assistant positions due to the receipt of State Chapter 1 funds. These monies have allowed for several programs to be implemented at the school including: a summer reading program, a computer lab containing 40 computers, full-day kindergarten, field trips, a full-time music teacher, an after-school program (focusing on topics such as African American heritage, reading, writing, and sports) and parental workshops and patrols. Additionally, Chapter I funds have allowed Yale to reduce class size from 32 to 15 in its first and second grade classrooms containing students with reading problems or low scores. Further, these monies have allowed the development of a gang/drug intervention program that focuses on the harmful aspects of gangs and drugs. Because of the development of this program, other programs, such as D.A.R.E. have become involved at Yale. Involvement by external agencies is stimulated when they observe such a large effort by the school at targeting these negative social problems facing their children.

One of the most important aspects of the school that would be affected if State Chapter 1 funds were no longer available is the feeling of caring that has begun to develop in the staff, students, and parents. The staff at Yale are trying to show the students and parents that the school cares about education, learning, and its students. However, it becomes difficult to show or provide a caring atmosphere when key programs may be taken away (e.g., teaching positions, reduced classes, parent workshops). The school would be less able to instill a sense of importance of education were many of its resources to provide students with a better education removed.

A case study of how State Chapter 1 funds have improved the quality of education:

> To be most successful at educating a child, one sometimes must educate the family. Yale has, therefore, employed an advocate who directs parent workshops. Through the workshop, parents have received their GEDs, left public assistance, and eventually become employed. This program has helped to reach children by working with their families. Staff at Yale have found that workshops produce a "domino" effect. When parents learn, they take a greater interest in their children's education.

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